

South Carolina Department of Education  
Office of Public School Choice  
Single-Gender Initiatives



South Carolina Surveys on Single-Gender Education  
July 2008

Three surveys were posted on the South Carolina Department of Education website in April and May 2008. The link to the surveys was sent to schools with single-gender classes, and teachers were encouraged to ask their students and parents to complete the survey as well as complete their own survey. Participants were asked to indicate their level of agreement to different statements. There were seven levels of agreement: Strongly Agree, Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree, and Strongly Disagree. The surveys closed on May 9, 2008. Roughly 2200 students, 178 parents and 181 teachers completed the surveys from 41 different elementary, middle, and high schools around the state. Some schools started with single-gender classes in August 2007 and others have had more experience. The number of students completing the survey at each school varied from 1 student to 294 students. Participation in all surveys was voluntary and identity was anonymous.

The purpose of the survey was to be a tool for schools to learn more about student, parent, and teacher perception of their single-gender program as well as the overall perception of single-gender education in the state. It was designed with the intent of helping schools and the state learn what was working and what needed attention in terms of student, parent, and teacher perception and the impact that the program was having on its students.

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### **Common Strands Across All Surveys**

- Overall, teachers perceive single-gender classes as having an impact on the categories at the highest percentage (80%), parents (75%), students (66%).
- Improvement with Behavior is the category with the lowest level of agreement across all three groups though typically above 50% for each.
- African-American students and parents agree at a higher rate than Caucasian students and parents.
- The categories with the highest level of agreement were different for each group.

### **Student Results**

- Overall, more than two-thirds of the students agree that single-gender education is a factor in improving each of the categories.
- Overall, less than twenty percent of the students disagree that single-gender education is a factor in improving each of the categories.
- Nearly three-quarters of the students agree that single-gender education is a factor in improving in Desire to Succeed (72%), Participation (72%), Ability to Succeed (73%), and Determination (73%).
- Students indicate that they have friends outside of single-gender programs.
- Students indicate that they are comfortable talking with students of the opposite gender.
- Girls tend to agree at a higher percentage than boys, 60-80% and 50-70% respectively.
- Female highest agreement is with Desire to Succeed (75%), Independence (74%), Participation (74%), Ability to Succeed (75%) and Determination (75%).
- Male highest agreement is with Ability to Succeed (72%) and Completing Classwork (72%).
- Attitude toward School and Behavior had the lowest agreement at 60% and the highest disagreement at 23% and 20% respectively.
- African-Americans had the highest agreement with Desire to Succeed (77%), Ability to Succeed (78%) and Determination (77%).
- Elementary students agreed at a higher rate than middle school students.
- High school students agreed at a higher rate than middle school students.
- Eighth grade lowest agreement from 50-60%.
- Seventh grade had a lower agreement within 60-70%.
- Caucasians had the lowest agreement 50-65%, but disagreement was typically less than 20%.

### **Teacher Results**

- Overall, more than 80% of the teachers agree that single-gender education is a factor in improving each category.
- Teachers of female students agree more than teachers of males.
- Behavior is the category with the lowest agreement 78% for teachers of females and 70% for teachers of males.
- Teachers at all levels (Elementary, Middle, High) tend to agree at a percentage of 80% for each of the categories.

- Teachers believe that the categories with the greatest area of improvement for students are Collaboration (92% female, 87% male) Participation (91% female and 86% male) and Self-Confidence (90% female and 86% male).
- ELA teachers agree at a higher percentage than Math, Science, and Social Studies teachers.
- Behavior tends to be the category with the lowest levels of agreement across teachers by subject area, though ELA is the highest of these.
- For teachers of girls, the lowest level of agreement and highest level of disagreement is with Math Teachers.
- For teachers of boys, the lowest level of agreement and highest level of disagreement is with Social Studies Teachers.
- ELA teachers tend to agree between 80-90%.
- Math, Science, and Social Studies teachers tend to agree between 70-80%
- Independence and Participation tend to be between 80-90% agreement for subject area teachers.
- Attitude tends to be at least two-thirds agreement for subject area teachers.
- Math teachers agree at the lowest percentage for females, but still typically three-fourths or more (except for behavior and attitude). Science teachers agree within the highest percentages for females typically 90%.
- Science and Social Studies teachers agree at a lower percentage for boys, but typically around two-thirds agreeing.

### **Parent Results**

- Overall, typically three-quarters of the parents agree that single-gender is a factor in improving their child in each of the categories.
- The categories with the highest level of agreement for parents are Self-Esteem (80%), Independence (79%), and Self-Confidence (78%).
- Behavior is the lowest level of agreement at 56%, but only 10% disagreeing.
- Parents believe that the teacher meets the needs of their child at a rate of 78%.
- Nearly three-quarters of the parents would place their child in single-gender classes the next year if available, only 15% disagreeing.
- Parents of boys consistently agree at a higher percentage than parents of girls that single-gender education is a factor in improving the categories, 75-85% and 65-75% respectively
- African-American parents consistently agree at a higher percentage than Caucasian parents 70-85% and 70-80% respectively, with disagreement below 10% and 20% respectively. (The numbers of Asian-American, Hispanic and Other were too low to make a comparison.)
- Lower elementary and sixth grade parents tend to agree at the highest levels.
- By grade level, behavior is the category with the lowest level of agreement (typically around 50%), but disagreement is typically around 10%.
- Parents of seventh grade students agreed at the lowest level (50-60%).

Students

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree</i>	<i>Percent of students who responded Neutral</i>	<i>Percent of students who responded Strongly Disagree, Disagree, or Somewhat Disagree</i>
	All Students (n=2200)	All Students (n=2200)	All Students (n=2200)
self-confidence	67%	16%	17%
desire to succeed in school	72	15	13
interest in trying new ways to learn	69	15	16
independence	70	17	13
participation during class	72	14	13
ability to succeed in school	73	15	12
attitude in school	60	18	23
behavior in school	60	20	20
grades	67	17	16
determination	73	16	10
make friends	69		
complete homework	61	19	19
complete class work	71	17	12
focus	67	16	17
comfortable talking with people of opposite gender	81	9	10
friends not in SG	86	6	8

### Student Data by Gender

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree</i>		<i>Percent of students who responded Neutral</i>		<i>Percent of students who responded Strongly Disagree, Disagree, or Somewhat Disagree</i>	
	Female (n= 1178)	Male (n=1033)	Female (n=1178)	Male (n1033)	Female (n=1178)	Male (n=1033)
self-confidence	71%	64%	14%	18%	16%	18%
desire to succeed in school	75	68	13	17	12	15
interest in trying new ways to learn	70	67	15	15	14	17
independence	74	65	16	18	10	17
participation during class	74	70	13	15	12	14
ability to succeed in school	75	72	14	16	11	13
attitude in school	62	57	17	19	22	24
behavior in school	60	59	21	19	19	22
grades	68	67	16	18	16	15
determination	75	72	16	17	9	12
make friends	70	69	14	16	16	15
complete homework	64	59	18	21	19	20
complete class work	72	70	17	18	12	13
focus	69	65	15	16	16	19
comfortable talking with people of opposite gender	80	83	9	9	11	8
friends not in SG	88	84	5	8	7	8

Student Data by Racial/Ethnicity Group

By being in the single-gender program I have increased or improved my ...	<i>Percent of students who responded Strongly Agree, Agree, or Somewhat Agree (A), Neutral (N), or Strongly Disagree, Disagree, or Somewhat Disagree (D)</i>				
	African-American (n=1320) A/N/D	Asian-American (n=26) A/N/D	Caucasian (n=673) A/N/D	Hispanic (n=99) A/N/D	Other (n=93) A/N/D
self-confidence	70/14/15%	85/4/12%	63/17/19%	66/20/14%	54/23/24%
desire to succeed in school	77/12/10	77/15/8	64/19/17	67/15/18	59/17/24
interest in trying new ways to learn	71/14/14	85/12/4	64/17/19	74/13/12	59/20/20
independence	74/16/11	85/12/4	63/21/17	61/19/19	67/16/16
participation during class	76/12/12	81/8/12	67/18/15	73/14/14	64/20/16
ability to succeed in school	78/13/9	77/12/12	64/19/17	71/14/14	70/14/16
attitude in school	62/18/20	81/4/15	53/18/29	76/14/9	56/23/21
behavior in school	63/18/19	77/12/12	52/24/24	69/20/10	52/24/25
grades	72/15/13	77/8/15	58/21/21	72/12/16	59/28/13
determination	77/15/8	76/24/0	66/19/14	71/15/13	67/18/15
make friends	72/14/15	81/15/4	64/17/20	78/12/10	65/18/17
complete homework	66/18/17	81/15/4	52/24/24	66/13/21	58/17/25
complete class work	76/15/9	92/4/4	61/22/17	74/14/11	60/20/21
focus	71/14/15	85/8/8	59/18/22	65/16/18	61/24/15
comfortable talking with people of opposite gender	83/8/9	68/20/12	81/10/9	74/9/16	71/20/10
friends not in SG	84/7/9	88/8/4	89/5/6	93/4/3	84/11/5

Student Data by Gender and Racial/Ethnicity Group

By being in the single-gender program I have increased or improved my ...	Percent of students who responded Strongly Agree, Agree, or Somewhat Agree (A), Neutral (N), or Strongly Disagree, Disagree, or Somewhat Disagree (D)			
	African-American Female (N= 725) A/N/D	Caucasian Female (N=331) A/N/D	African-American Male (N=592) A/N/D	Caucasian Male (N=340) A/N/D
self-confidence	72/13/15	70/13/17%	68/16/16%	56/22/21%
desire to succeed in school	80/10/10	66/18/16	74/15/11	61/20/19
interest in trying new ways to learn	73/13/14	65/19/16	69/16/15	63/15/22
independence	77/15/9	69/19/12	70/17/13	56/22/22
participation during class	77/12/11	71/16/13	75/12/13	64/19/17
ability to succeed in school	78/13/9	68/17/15	78/13/9	61/21/18
attitude in school	63/13/21	55/18/27	60/20/20	51/17/31
behavior in school	63/18/19	53/27/20	63/17/19	50/21/29
grades	72/14/14	60/20/21	72/16/12	58/22/21
determination	78/15/7	69/18/13	77/14/9	65/21/15
make friends	72/13/15	65/15/20	72/14/14	63/18/19
complete homework	67/16/16	54/23/23	63/19/17	50/25/25
complete class work	76/14/10	62/23/15	75/16/9	61/21/18
focus	71/14/15	64/17/19	71/14/15	55/19/26
comfortable talking w/ opp. gender	81/9/11	81/9/9	85/8/7	81/10/9
friends not in SG	86/5/8	90/5/5	82/8/10	88/6/6

Student Data by Grade Level

By being in the single-gender program I have increased or improved my ...	Percent of students who responded Strongly Agree, Agree, or Somewhat Agree (A), Neutral (N), or Strongly Disagree, Disagree, or Somewhat Disagree (D)							
	Second Grade (n=34) A/N/D	Third Grade (n=1) too few to report	Fourth Grade (n=146) A/N/D	Fifth Grade (n=391) A/N/D	Sixth Grade (n=597) A/N/D	Seventh Grade (n=386) A/N/D	Eighth Grade (n=566) A/N/D	Ninth Grade (n=76) A/N/D
self-confidence	71/18/12		88/9/3	72/15/13	74/13/13	60/15/25	55/22/24	78/16/7
desire to succeed in school	88/3/9		88/8/4	78/11/11	77/13/10	65/16/19	59/23/18	79/10/10
interest in trying new ways to learn	91/0/9		89/3/7	77/11/11	73/13/14	61/17/21	57/22/21	66/24/11
independence	80/3/17		87/10/3	73/16/11	72/15/13	64/22/15	61/22/17	86/12/3
participation during class	88/3/9		92/4/4	77/13/10	77/13/10	65/18/17	63/18/19	83/9/8
ability to succeed in school	89/6/6		90/8/3	76/12/12	76/15/9	68/17/15	64/20/16	88/8/4
attitude in school	89/3/9		87/8/5	68/14/19	65/17/19	51/17/32	45/25/30	62/22/17
behavior in school	89/6/6		85/10/5	70/16/14	66/18/16	49/22/29	44/27/29	63/20/17
grades	91/3/6		78/14/9	75/12/13	74/16/10	55/18/27	59/22/19	65/22/13
determination	94/6/0		88/8/4	77/15/7	79/13/8	62/23/15	65/19/16	82/17/1
make friends	86/6/9		91/5/4	76/11/13	73/13/14	65/14/21	56/23/21	72/13/15
complete homework	80/9/11		86/11/3	72/14/13	68/17/16	49/24/27	46/25/29	68/23/9
complete class work	86/9/6		86/9/5	77/14/9	74/16/10	64/19/17	60/24/17	83/12/5
focus	89/3/9		83/9/8	67/15/9	75/14/11	59/17/24	56/19/25	76/18/6
comfortable talking w/ opp. gender	85/6/9		83/5/12	78/10/12	78/11/10	83/9/8	83/9/8	87/6/6
friends not in SG	89/0/11		93/2/5	88/4/9	82/9/9	87/7/6	84/8/8	97/0/3



### All Teachers

Being in a single-gender program, my students have increased or improved their ...	Percent of teachers who Strongly Agree, Agree, Somewhat Agree (A), Neutral (N), Strongly Disagree, Disagree, Somewhat Disagree (D)	
	Teachers with Female Students (n=150) A/N/D	Teachers with Male Students (n=155) A/N/D
Self-Confidence (n=155)	90/5/5	86/8/6
Desire to Succeed (n=153)	88/5/7	80/7/13
Self-Esteem (n=152)	89/7/5	83/9/8
Independence (n=150)	88/7/5	84/8/8
Participation (n=150)	91/5/4	86/5/9
Attitude (n=150)	83/10/7	80/9/11
Behavior (n=150)	78/9/13	70/11/19
Collaboration (n=147)	92/5/3	87/4/9

### Teacher Data By Grade Level

Being in a single-gender program, my students have increased or improved their ...	Percent of teachers who Strongly Agree, Agree, Somewhat Agree (A), Neutral (N), Strongly Disagree, Disagree, Somewhat Disagree (D)					
	Elementary Teachers		Middle Teachers		High Teachers	
	With Female Students N=33 A/N/D	With Male Students N=33 A/N/D	With Female Students N=106 A/N/D	With Male Students N=107 A/N/D	With Female Students N=11 A/N/D	With Male Students N=11 A/N/D
Self-Confidence	97/0/3	94/6/0	87/7/5	83/9/8	100/0/0	90/10/0
Desire to Succeed	94/3/3	91/6/3	85/6/9	75/7/18	100/0/0	91/9/0
Self-Esteem	100/0/0	91/3/6	84/9/6	79/12/9	100/0/0	100/0/0
Independence	97/3/0	85/9/6	84/9/6	82/8/10	100/0/0	100/0/0
Participation	97/3/0	97/3/0	90/5/6	82/6/12	91/9/0	91/0/9
Attitude	97/3/0	84/14/3	78/12/10	78/8/14	90/10/0	89/0/11
Behavior	97/0/3	66/23/11	72/11/17	69/8/23	82/9/9	90/0/10
Collaboration	100/0/0	88/9/3	89/6/5	85/4/12	91/9/0	100/0/0

Teacher Data By Type of Classes Taught

Being in a single-gender program, my students have increased or improved their ...	Percent of teachers who Strongly Agree, Agree, Somewhat Agree (A), Neutral (N), Strongly Disagree, Disagree, Somewhat Disagree (D)			
	ELA Teachers Female Students (N=34) Male Students (N=33) A/N/D	Math Teachers Female Students (N=28) Male Students (N=34) A/N/D	Science Teachers Female Students (N=21) Male Students (N=22) A/N/D	Social Studies Teachers Female Students (N=24) Male Students (N=21) A/N/D
Self-Confidence	85/12/3 85/12/3	83/7/10 82/6/12	95/0/5 87/9/4	88/8/4 81/10/10
Desire to Succeed	94/3/3 88/3/9	76/10/14 74/9/18	90/0/10 65/17/17	88/4/8 73/5/23
Self-Esteem	94/6/0 87/13/0	75/14/11 79/6/15	81/10/10 70/13/17	92/4/4 86/10/5
Independence	91/9/0 82/12/6	76/10/14 84/3/13	86/10/5 77/5/18	83/13/4 81/14/5
Participation	100/0/0 88/6/6	79/7/14 82/6/12	95/5/0 78/4/17	87/9/4 77/5/18
Attitude	85/15/0 87/10/3	66/14/21 78/3/19	84/11/5 68/14/18	83/9/9 62/10/29
Behavior	81/13/6 70/9/21	57/11/32 65/6/29	86/0/14 64/14/23	63/21/17 65/15/20
Collaboration	94/6/0 85/6/9	85/7/7 84/3/13	90/5/5 87/0/13	91/4/4 81/10/10

All Parents

By being in the single-gender program my child has increased or improved in ...	<i>Percent of parents who responded Strongly Agree, Agree, or Somewhat Agree (A), Neutral (N), or Strongly Disagree, Disagree, or Somewhat Disagree (D)</i> N=178 A/N/D
Self-Confidence	78/15/7
Desire to Succeed	72/20/8
Self-Esteem	80/12/7
Independence	79/16/6
Ability to Succeed	76/16/8
Attitude	71/17/12
Behavior	56/34/10
Grades	62/21/17
Teachers Understand Child	84/11/5
Teachers Meet the Needs of Child	78/13/9
Next Year Would Select SG	73/11/15

Parent Data By Gender of Child

By being in the single-gender program my child has increased or improved in ...	<i>Percent of parents who responded Strongly Agree, Agree, or Somewhat Agree (A), Neutral (N), or Strongly Disagree, Disagree, or Somewhat Disagree (D)</i>	
	Female N=72 A/N/D	Male N=103 A/N/D
Self-Confidence	71/18/11	83/12/5
Desire to Succeed	67/28/6	75/15/10
Self-Esteem	75/15/10	83/11/6
Independence	74/19/7	82/13/5
Ability to Succeed	74/18/8	77/15/8
Attitude	66/22/12	74/14/13
Behavior	53/37/10	56/33/11
Grades	60/26/14	62/18/19
Teachers Understand Child	86/11/3	82/12/6
Teachers Meet the Needs of Child	74/18/8	80/11/10
Next Year Would Select SG	69/14/17	76/9/15

Parent Data By Ethnicity of Child

By being in the single-gender program my child has increased or improved in ...	<i>Percent of parents who responded Strongly Agree, Agree, or Somewhat Agree (A), Neutral (N), or Strongly Disagree, Disagree, or Somewhat Disagree (D)</i>				
	African-American N=40 A/N/D	Asian-American N=2 A/N/D	Caucasian N=126 A/N/D	Hispanic N=5 A/N/D	Other N=2 A/N/D
Self-Confidence	80/18/3	100/0/0	76/14/10	100/0/0	100/0/0
Desire to Succeed	74/23/3	100/0/0	70/21/10	100/0/0	50/0/50
Self-Esteem	85/10/5	50/50/0	78/14/8	100/0/0	50/0/50
Independence	87/10/3	50/50/0	76/17/7	100/0/0	50/50/0
Ability to Succeed	88/10/3	100/0/0	71/20/10	100/0/0	50/0/50
Attitude	83/13/5	50/50/0	65/19/16	100/0/0	100/0/0
Behavior	66/24/10	100/0/0	49/40/11	100/0/0	50/50/0
Grades	63/20/17	100/0/0	58/24/18	100/0/0	100/0/0
Teachers Understand Child	85/15/0	100/0/0	83/10/6	80/20/0	100/0/0
Teachers Meet the Needs of Child	80/12/7	100/0/0	75/14/10	100/0/0	100/0/0
Next Year Would Select SG	76/15/10	50/50/0	71/11/19	100/0/0	100/0/0

Parent Data By Grade Level of Child

By being in the single-gender program my child has increased or improved in ...	<i>Percent of parents who responded Strongly Agree, Agree, or Somewhat Agree (A), Neutral (N), or Strongly Disagree, Disagree, or Somewhat Disagree (D)</i>					
	2 <sup>nd</sup> Grade N=12 A/N/D	4 <sup>th</sup> Grade N=52 A/N/D	5 <sup>th</sup> Grade N=23 A/N/D	6 <sup>th</sup> Grade N=17 A/N/D	7 <sup>th</sup> Grade N=28 A/N/D	8 <sup>th</sup> Grade N=44 A/N/D
Self-Confidence	92/0/8	83/12/6	91/9/0	100/0/0	50/32/18	73/18/9
Desire to Succeed	92/0/8	75/17/8	78/22/0	100/0/0	52/30/19	61/30/9
Self-Esteem	100/0/0	79/12/10	83/13/4	100/0/0	59/26/15	80/14/7
Independence	92/8/0	80/14/6	87/13/0	94/6/0	62/27/12	72/19/9
Ability to Succeed	92/8/0	75/17/8	79/17/4	94/6/0	54/27/19	77/14/9
Attitude	83/8/8	73/17/10	67/17/17	88/12/0	54/25/21	70/16/14
Behavior	50/42/8	54/38/8	58/29/13	76/18/6	46/36/18	55/36/9
Grades	75/8/17	56/27/17	75/8/17	82/12/6	39/32/29	64/23/14
Teachers Understand Child	100/0/0	90/8/2	92/8/0	88/6/6	61/29/11	81/12/7
Teachers Meet the Needs of Child	100/0/0	81/10/10	79/13/8	100/0/0	57/25/18	70/20/9
Next Year Would Do SG	100/0/0	80/4/16	71/17/13	100/0/0	64/18/18	53/21/26